CHAPTER III

METHODOLOOGY

This chapter elaborates the method used in this study to describe students' autonomous learning in generating ideas to write through the reading activities for publication. It includes the research design, the setting, the participants, the data collection method including research instrument and procedure and the data interpretation.

3.1. Description of Research Design

The study used a case study as this design is appropriate to get deep understanding by using multi instruments. Merriam (as cited in Nunan 1993) stated that the qualitative case study can be defined as an intensive, holistic description and analysis of a single entity, phenomenon, or social unit. As the purpose of a case study is to describe the case in its context, it is in accordance with the purpose of the study which investigate the phenomena or evidences of students' autonomous learning during the learning process as they naturally occur. Referring to Yin (2004), a case study approach makes use of multiple resources and methods to discover multiple view of the case concerning multiple realities. This study used multi methods in collecting the data in order to obtain deep information about the phenomena. Nunan (1992: 142) stated that to do the validity and reliability, questionnaire and interview could be used to support the data obtained.

The design of this study was used by also considering the similar characteristics of the previous researches, such as Hosenfield (1984). Hawkin (1988) and Luchini (2004). Those studies described the role of a researcher as both observer and facilitator in a case study research.

Hosenfield (1984) used a case study in the field of reading strategies. She conducted a case study of a ninth-grader named Ricky, who learns Spanish as a second/foreign language, but has trouble in reading passages in his class textbook. She taught him a "think-aloud" technique to use more effective strategies during four subsequent half-hour sessions and successfully led him to understand reading. Meanwhile, Hawkin (1988) conducted a case study to draw the notions of scaffolding and Vigotsky's notion of the zone of proximal development, studied how fourth-grade ESL students cope with academic content and language demand. The study was aimed to search for (1) evidence of scaffolding in the interaction of the teachers and students, (2) concrete signs of language learning or independent problem solving that resulted from the scaffolding interaction, and (3) what type of classroom activity motivated scaffolded interaction.

The other research conducted by Luchini (2004) which focused the study on developing oral skills by combining fluency- with accuracy-focused tasks: A case study in China. Luchini (2004:2) stated that this paper will take the format of an in-depth evaluative case study in which, the researcher also working as facilitator and evaluator, critically analyzed the extent of the effectiveness of his contribution to a spoken-English program

offered at Shanghai Normal University (SNU) in China. Luchini (2004:8) stated that the purpose of this case study is to evaluate the effectiveness of the implementation of my contribution to the spoken-English program offered at Shanghai Normal University. He spent 9 weeks of investigation for two periods of 40 minutes per meeting and involved 30 students.

This study investigated the evidences of students' autonomous learning in the process of promoting students' autonomous learning in generating ideas to write for publication as what they exist. Thus, the researcher will draw and describe the evidences based on the data gathered form the instruments used in this study as a result.

3.2. Time and Place of Study

The study was conducted in SMP Negeri 71 Jakarta where the researcher had been involved in forming and managing the English Club in that school during PPL period. It is located in Jl. Rawasari Timur, Cempaka Putih. The English Club is held twice a week for one and a half hour in every meeting. By following the schedule, the study was conducted for five and a half weeks which consists of 11 meetings in total. One meeting was used for preparatory stage, eight meeting used for the investigation, and one meeting used for collecting data from the questionnaire and interview. The following is the agenda of the study.

NO	DATE	INSTRUMENT USED	ACTIVITY
1	May 3th, 2011	-	Asking for permission to conduct the study in SMPN 71 Jakarta
2	May 5th, 2011	Observation Documentation	Preparatory Stage - Giving Diagnostic Test
3	May 9th, 2011	Observation Documentation	Meeting 1 - Naming group - Selecting and rewriting texts
4	May 12th, 2011	Observation Documentation	Meeting 2 - Continuing rewriting activity from the previous meeting (1 more text) - Selecting and rewriting the new texts
5	May 19th, 2011	Observation Documentation	Meeting 3 - Retaining
6	May 23rd, 2011	Observation	Meeting 4 - Retelling descriptive text
7	May 30th, 2011	Observation Documentation	Meeting 5 - Composing descriptive texts in group
8	June 6th, 2011	Observation Documentation	Meeting 6 - Composing a descriptive text individually
9	June 8th, 2011	Observation Documentation	Meeting 7 - Continuing and reviewing text from the previous meeting

NO	DATE	INSTRUMENT USED	ACTIVITY
10	June 9th, 2011	Observation Documentation	Meeting 8 - Finishing and designing texts - Decorating wall magazine
11	June 10th, 2011	Interview Questionnaire	Collecting data on students engagement in the process of generating ideas to write through reading for publication

Table 3. 1 Ageda of the Study

3.3. Participants of the Study

The participants of the study are SMP students year 7 who are participated in English Club of SMP Negeri 71 Jakarta during the instructional year 2010/2011. The reason of using this group of students is because the researcher had participated in forming the club. The participants included 31 students consisting of male and female students. All students were divided into six groups consisting of 5 students. Meanwhile, the sample of the study only used one group which involved two students who are good in English performance, one student is average, and two students are poor.

3.4. Data Collection Method

3.4.1. Instruments

The instruments used to answer the researcher questions in this study are observation, questionnaire, interview, and documentation.

1. **Observation**

Observation used to investigate the learners' behavior in classroom activities. It was conducted in meeting. However, the observation is also aimed to investigate the phenomenon showed by the students concerning the autonomous behavior which is based on the three elements of autonomous learning. The complete of the observation seen can be seen in the *appendix A, Observation Sheet*. The audio-recording was also used to record the students' expression during the learning process. The complete of the audio recording transcription can be seen in the *appendix C, Audio Recording Transcription.*

The activities are derived from the learning activities of the genre-based approach which include:

1) **Deconstruction**

Deconstruction is aimed to familiarize the students with the descriptive text and to give opportunities to comprehend the text with fully engagement. In this activity, there are three reading activities, which are rewriting, retaining, and retelling. Students work with their permanent group to discuss and choose three texts based on their preference. The reading activities include:

a) **Rewriting**

In this activity, they observed deeply to the texts chosen. They were guided to preview the texts by looking to the title and the difficult words. After that, they rewrote the texts while also paying attention to the teacher guidance. The idea of the rewriting is that students read the texts carefully as they will look to every word in the text and write them with correct spelling and punctuation.

b) **Retaining**

This activity was basically similar with the rewriting. The difference between this stage and the previous one is this stage emphasizes on the content of the text (purpose, structure, and linguistic feature). While the students rewrite the new texts, the teacher led the students to pay attention to those elements.

c) **Retelling**

In retelling the texts, students were asked to collaborate with the group members to understand the text. They discussed about some problems in the text, such as the grammar and the difficult words. Then, they had to retell the text by using their own word. They were allowed to look at a note consisting of the

important information in the text. Retelling activity was gradually conducted during the learning process. First, they experienced retelling activity with their group members. Second, they did this activity to the students from different groups. Besides that, they also had to listen and understand other students' text and reported them to their own group so that they can get much information from different texts.

The following are the list of the texts used in this activity. The full texts can be seen in *appendix D, List of Descriptive Texts.*

Subject of the Texts	No.	Titles of the Text
Animal	1.	My Cat
	2.	Little Wormy Pet
	3.	Dorry the Cheerer
	4.	Roddi the Mouse
	5.	My Bombi
Person	6.	Mr. Weasley
	7.	Jeremy
	8.	Mr. Bowo
	9.	Dani
	10.	The Riddleman
	11.	Ruper Grint

	12.	My Grandma
	13.	The Cute Mike
	14.	Brat Pitt
	15.	Daniel Jacob Radcliffe
	16.	Emma Watson
	17.	Harry Potter
	18.	Miss Yulia
	19.	My Brother and I
	20.	Bestfriends Forever
	21.	Joko Kendil
Place	22.	My Room
	23.	My Home
	24.	Watch Factory
	25.	My Grandma's House
	26.	My Classroom
	27.	Junko's Room
	28.	Mark's School

Table 3. 2 List of texts

2) Joint-Construction

In this activity, students started working together to construct their own descriptive text based on their preference after being guided in the previous meeting. In the previous activity, students learn to mention physical

characteristics of an idol together, such as hair, nose, eyes, and body. Then, they tried to make sentences from the information gathered before their constructed all the sentences into a good paragraph.

3) Individual Construction

This activity provides opportunity for the students to perform their individual work in producing their own descriptive text of their preferred theme after being guided and collaborated with more capable peers. The result of this activity is students' own descriptive text made individually.

4) Publication

The students' works were published in a wall magazine so that all community in the school can read it. This activity encouraged the students to produce the own text meaningfully as they did not constructed the texts for the sake of the scores given by the teacher. Thus, the learning is meaningful in the sense of context and learning environment.

2. Documentation

Documentation used to collect brief description of the students progress toward the learning process. It will be

gathered from the students' works from the first until the last meeting. Each group was given a folder to keep their works so that the researcher can easily collect and analyze them. See the *appendix D, Students' Works* for the compilation of the students' work.

3. **Questionnaire**

Questionnaire was conducted to obtain the data concerning students' opinion toward the learning activities given during the learning process. It stated four open-ended questions written in Bahasa so that the students can give their opinion freely without being burdened by the language. The first item asked for the students' opinion toward their participation during the learning process. The second item asked for the students' autonomous learning in reading. The third item elicited students' opinion on which activities they are interested the most. The last item asked for the students' opinion toward the use of wall magazine as the learning activity. The questionnaire items and answers can be seen in the *appendix F, Questionnaire.*

4. **Interview**

Interview was conducted to obtain data about the students' attitude toward the learning activities. There were five students from the sampling group to be interviewed. The questions included in the instruments mainly focus on the following items:

1. Students' perception toward the English learning activities in English Club.

2. The students' opportunities to get involved in the learning process.

3. The contribution of peer collaboration toward their learning.

4. The use of teacher guidance toward their learning.

The complete interview transcription can be seen in the *appendix E, Interview Protocol and Transcription.*

3.4.2. Procedures

The first data was the class observation from the first until the last meeting which was collected through the following steps:

a) Preparing the guided questions used during the observation so that the finding will be led toward the problem being arisen.

b) Setting the media, such as tape recorder and digital camera to gain vivid record of the whole process of the learning so that the analysis will be based on clear evidences.

The second data is questionnaire given to the students who were involved in the learning process. The questionnaire was given in the last meeting. The data were collected through the following steps:

a) Selecting the question items that will be put in the questionnaire based on the purpose of the study.

b) Typing the items in the right format.

c) Gathering the students who join the English Club.

d) Giving the questionnaire sheet to the students.

e) Collecting the questionnaire.

The third data is interview. The researcher encouraged the students to give detail information toward their learning. The data were gathered through the following steps:

a) Designing the interview protocol that will be used to investigate students' attitude toward the learning. The questions involve several aspects of the students' learning, such as students' attitude toward the activities, group word, teacher guidance, difficulties, and learning media.

b) Interviewing students while recording the whole interview session to be transcribed and analyzed later.

The last data is documentation that will be used to get information of students' progress during the learning process. The data were collected through several steps:

a) Providing a folder for every group to keep the students' works based on the group so that the researcher will be easy to recognize and analyze the works.

b) Taking all folders to be kept at the end of every meeting so that the students' works will not be lost.

c) Collecting the entire folder in the last meeting to be analyzed.

3.5. Data Analysis Procedures

The main data were gathered from the note taking and audio recording during the learning process. After gaining the data, the researcher made the transcription to identify and analyze the phenomena happened during the learning process which shows students' autonomous learning. The evidences are gained through students' behavior and students' actual statement during the learning process. Then, the researcher classified the evidences based on three kinds of engagement in autonomous learning used in this study, which are engagement in doing the task, engagement in collaborating with peers, and engagement in responding to the teacher guidance. In this case, documentation helped the researcher in finding supporting data of the problems faced by students during the learning

process. After getting the evidences of students' engagement, the researcher also identified conditions which caused students' disengagement. Finally, questionnaire and interview were used to verify the data.